

## 1. Abstract

<b>Title:</b>	Wood Wildcats Program - 21 <sup>st</sup> CCLC Program Continuation
<b>Applicant:</b>	Iowa City Community School District
<b>Project Location:</b>	Grant Wood Elementary School
<b>Students Served:</b>	133 students per year
<b>Funding Request:</b>	\$75,000 / year

### Program Overview and Partnership with Neighborhood Centers of Johnson County

The need at Grant Wood Elementary for an effective after school and summer program continues to grow. The number of students attending Wood has remained steady over the past five years, when our 21<sup>st</sup> CCLC grant was first awarded. However, the number of students in poverty has increased dramatically. The free and reduced lunch rate increased from 56% in 2008 to 77% in 2012. 408 students are eligible for free and reduced lunch, which is an increase of 112 students since our original proposal was submitted.

Though our program has garnered community support from a number of public and private partners over the past five years, additional time and resources are needed not only to sustain the program but also to expand services to meet the growing needs of our student population. This proposed **continuation** grant will continue our partnership with the Neighborhood Centers of Johnson County. By restructuring the program and aligning additional community resources, our proposed continuation grant will now significantly increase the number of students served and expand the program to include all grade levels—Kindergarten through 6<sup>th</sup> grade.

Partnerships valuable to our project include: ISU Extension, Children’s Museum, Iowa City Parks and Recreation, Elder Services (Retired Senior Volunteer Program), Johnson County Social Services, ACT, Pearson, Kirkwood Community College, and the University of Iowa. The district’s Community Education Advisory Committee and the Wood School Improvement Team will provide oversight to the program. Progress will also be monitored by the Johnson County Out-of-School Initiative, a new collaborative which has been formed to strengthen Johnson County’s out-of-school programs.

Over the past five years we have been pleased with our program outcomes, last year:

- 93% of our students increased their text level scores on the Diagnostic Reading Assessment (DRA)
- 100% of our students increased their DIBELS DORF WC scores.
- 92% of our students made academic growth, based on surveys completed by their school day teachers.

Our data is extremely encouraging, but our needs are increasing and we want to reach a larger population.

### Needs Being Addressed

It is critical that we efficiently align our resources to serve students at Wood Elementary. Seventy-seven percent of Wood families qualify for the federal free/reduced lunch program, 3% are homeless, 13% have language barriers, and 74% are from minority groups. Our **student academic needs** are substantial. **We are in our 4<sup>th</sup> year of SINA for reading and our 4<sup>th</sup> year for math.** Though our staff has implemented many interventions, the daytime program does not provide enough time to help Wood students close the achievement gap with their peers in other Iowa schools, as indicated by these data:

Iowa Assessment Fall 2011	Wood-Reading	Wood- Math	District-Reading	District-Math
<b>3<sup>rd</sup> grade</b> Avg. Standard Scores	166	164	183	180
<b>4<sup>th</sup> grade</b> Avg. Standard Scores	186	187	199	196
<b>5<sup>th</sup> grade</b> Avg. Standard Scores	198	197	214	212
<b>6<sup>th</sup> grade</b> Ave. Standard Scores	202	210	226	228

## **Program Goals, Objectives and Activities**

The project will address the important domains of student and family development through academic, enrichment and family literacy interventions. Listed below are the goals, activities and objectives.

### **ACADEMIC GOAL—By June 2018, 75% of students will be proficient in reading, science, & math.**

Activities	Objectives
<p><b><u>Individual Planning</u></b></p> <ul style="list-style-type: none"> <li>Individual student learning goals in reading, math and science will be developed by afterschool staff in collaboration with school-day teachers</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) in groups of 3 (K-3)</li> <li>Soar to Success—small groups (4-6)</li> <li>SuccessMaker—online supplement 45 minutes daily (K-6)</li> <li>Homework help</li> </ul> <p><b><u>Math/Science</u></b></p> <ul style="list-style-type: none"> <li>ISU Extension—STEM activities</li> <li>Do the Math (K-6 small groups)</li> <li>Everyday Math Games (K-6)</li> <li>SuccessMaker—45 minutes every day (K-6)</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will meet their individual, monthly goals for reading, math and science</li> <li>80% of students in grades 1-6 will complete homework assignments at least 80% of the time</li> <li>80% of students will be proficient on the DIBELs Next Spring Assessment</li> <li>75% of students will be proficient in math and science (Iowa Assessment)</li> <li>The number of students on supplemental or intensive plans is reduced by 50%</li> </ul>

### **ENRICHMENT GOAL— By June of 2018, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.**

Activities	Objectives
<ul style="list-style-type: none"> <li>Exploratory activities in the arts--drama, music lessons and groups, visual arts</li> <li>Food/Nutrition activities- cooking and baking classes, garden project</li> <li>Fitness/Recreation activities—Team Fitness, rec activities (i.e. swimming, basketball, tae kwon do)</li> <li>Positive Behavior Intervention &amp; Supports</li> <li>LifeSkills® Training</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will learn how to express themselves through the arts</li> <li>100% of students will know the core concepts of nutrition, exercise and overall health</li> <li>Students reporting fighting will decrease from 33% to 10%</li> <li>Students reporting use of alcohol will decrease from 13% to 3%</li> </ul>

### **FAMILY LITERACY GOAL—By June 2018, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.**

Activities	Objectives
<ul style="list-style-type: none"> <li>Family Nights with parent themes to support student learning</li> <li>Materials and activities provided to parents so that they can help their children learn at home</li> <li>Home-School Connection—home visits, Language Line</li> <li>Adult basic education—GED and ELL</li> <li>Academic Parent Teacher Teams (APTT)</li> </ul>	<ul style="list-style-type: none"> <li>75% of parents do literacy and math activities in the home with their children</li> <li>95% of parents feel welcome at school and know what their children are learning in the program</li> <li>100% of parents are aware of existing community resources</li> <li>50% of parents without a high school diploma will complete the GED</li> <li>50% of parents in need of English will improve literacy</li> </ul>

## 2. Student Need Assessment (20 points possible)

2.1 The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school, evaluates school and community resources available, and convincingly documents how proposed program will address student needs. The following required data is included: Title programs data describing achievement gaps.

1. Student <u>Poverty</u> Data	
Student <u>enrollment</u>	544
% of students eligible for <u>Free/Reduced lunch</u> prices	77%
% of <u>Minority</u> students	74%
% of students who have <u>attended at least 1 other school</u>	15%
% of students who are <u>homeless</u>	3%
% of students who need <u>backpacks</u> and school <u>supplies</u>	55%

The **impact of student poverty** at Wood is significant. Our school has one of the highest free/reduced lunch rates in the state of Iowa. Many of our students have significant gaps in their education due to high mobility and do not have access to affordable educational or enrichment experiences at home or in the community. Many of our families report having few or no books in the home. With geographical and financial barriers, most Wood students cannot afford to participate in existing community-based athletic or cultural programs, and many of our families even struggle to provide adequate food and nutrition for their children. 3% of our families are homeless and 13% of our families face language barriers.

**Our project will continue to address student poverty** by ensuring that students have a stable, consistent, safe place to be outside of school hours (year round) that offers engaging academic and enrichment activities. Enrichment activities will include daily fitness and nutrition, recreation, and arts/music program. These efforts will be implemented by a range of community partners (e.g., Johnson County/Iowa State University Extension, the Iowa Children's Museum, the Neighborhood Centers, Iowa City Parks and Recreation, United Action for Youth, the University of Iowa, Retired Senior Volunteer Program). Ideas for specific enrichment activities came from our surveys of parents, students, and teachers. Our program will also continue to provide services through the Family Resource Center to help students obtain adequate school supplies and learning materials they can take home and use with their families. Family Resource Center staff will also help provide culturally competent support services.

2. Student <u>Achievement</u> Data	
SINA status in <u>reading</u>	SINA-4
SINA status in <u>math</u>	SINA-4
% of students <b>NOT proficient</b> on <u>Fall DRA</u> assessment	49%
% of students <b>NOT proficient</b> on Winter <u>DIBELS NEXT</u> Assessment	51%
% of students <b>NOT proficient</b> on <u>Fall Writing</u> assessment	53%
% of parents who <u>require a translator</u> for conferences	14%

Iowa Assessment Fall 2011	Wood-Reading	Wood- Math	District-Reading	District-Math
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Our **student academic needs** are substantial. We are in our 4<sup>th</sup> year of SINA for reading and our 4<sup>th</sup> year for math. Though our staff has been carefully implementing many different reading and math interventions, the daytime program does not provide enough time to help Wood students close the achievement gap with their peers in other Iowa City schools. Wood students are significantly behind their

peers in all subject areas. Data collected on math assessments given at the end of the last school year and at the beginning of this school year in grades 1-5 show a significant decrease in proficiency on key mathematical concepts (summer slide) for the majority of our students.

Our project will address **K-6 academic needs** by providing intensive year-round academic support designed to begin closing the achievement gap in reading. We will also offer academic support for STEM (science, technology, engineering, and mathematics) to address achievement gaps in math and science. Our academic efforts will provide: (1) small group instruction through Leveled Literacy Intervention, SOAR to Success, Do the Math, and Everyday Math games; (2) project-based learning with science and technology themes that help build content and necessary background knowledge; (3) homework help; and (4) computer-based learning using instructional software (SuccessMaker<sup>®</sup>) to provide additional assistance in math and reading. All program academic efforts have been carefully designed to complement and extend the instruction students receive during the school day.

<b>3. Family Literacy and Other Family Data</b>	
% of parents with <b><u>less than a college education</u></b>	68%
% of households with <b><u>all adults working</u></b> outside the home	84%
% of households with <b><u>no adults working</u></b> outside the home	1%

Wood families need **basic adult education** as well as **employment and career** training. Results of our family survey clearly document the need for English as a second language, basic adult education, and GED programming. In addition, while many of our families have employment they are often underemployed. Survey results indicate a desire for classes on using technology and other career skills. During the past couple years Wood has worked to help parents build skills in the areas of math and reading so they can support their child's learning through specific activities at home. Through our survey parents indicated their strong desire for these efforts to continue during the coming year.

**Our project will continue to address family learning needs** by having our agency partners (led by the Neighborhood Centers and Kirkwood Community College) provide adult basic education and GED programming. The Wood Family Resource Center will implement multiple family nights and other activities to help parents build additional skills so they can support their children's learning at home.

<b>4. 2011 Interim Iowa Youth Survey Data</b>		
	Wood-6 <sup>th</sup> grade	ICCS-6 <sup>th</sup> grade
% of 6 <sup>th</sup> grade students indicated that the teacher had to stop her/his instruction 1 or more times in the last month because of disruptive behavior	87%	76%
% of students who <b><u>do NOT feel treated with respect</u></b> by their peers	38%	24%
% of 6 <sup>th</sup> graders who reports having <b><u>consumed alcohol</u></b> in a 30 day period	13%	6%
% of students who were <b><u>teased or called names</u></b>	49%	42%
% of students who were <b><u>ignored or left out</u></b> of things	44%	36%
% of students who think <b><u>disruptive student behavior is a problem</u></b>	53%	34%
% of students who <b><u>do NOT feel safe at school</u></b>	11%	4%

<b>5. Other Student Data</b>		
	Wood	Total ICCSD
Students flagged as a potential dropout, having 2 or more risk factors as defined by the Iowa Department of Education	29% 156 students	12% 1,446 students
% of our students who received an <b><u>office referral</u></b> in the past 3 months	33%	12%

Wood students have clear **social-emotional** and **other** needs that can be addressed in the after school program. Student and staff survey results clearly indicate peer-to-peer relationship issues like bullying and fighting. Survey results also document students engaging in risky behaviors (like alcohol consumption) at a much higher rate than their peers in other district elementary schools. Our project will address **other student and family needs**. Our program will collaborate with **Family Systems** to offer small group and individual interventions to address the students' social and emotional issues. Aggression Replacement Training (ART) will be offered to students who exhibit behavior issues. Individual counseling will be provided to students who have other mental health issues. Our staff will implement the PBIS program to address social issues, and the LifeSkills<sup>®</sup> Training program to address substance abuse issues. Both programs will complement school day activities. Family Resource Center staff will be available after school to assist with social-emotional therapeutic supports and to connect families with community agencies for necessary services and will also build relationships with families through home visits.

2.2 *Application must provide evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.*

For this proposal, we engaged students, parents, teachers, and community partners in our planning process. It is critical to know what has been successful in the past five years and where areas of improvement is needed. **Student** involvement is crucial to the success of the program. Ongoing student input is necessary to ensure that activities are fun and engaging to the students. In addition to surveys completed to prepare this proposal, ongoing student input will continue to be gathered. In October 2012, Wood students participated in a survey that asked about their **interests** and what they would like to learn and do in an after school program. See attached survey results in Appendix B. The student suggestions helped determine the activities for our enrichment component. In October 2011, all 6<sup>th</sup> grade students at Wood Elementary completed the Interim Iowa Youth survey that included questions about **school climate** and risky behaviors, which helped us define the **social-emotional needs** to be addressed.

During October 2012 we distributed a **survey** about the project to our **parents**. The survey measured family interests and needs for our after-school program. Information gleaned from the family survey had a significant impact on the design of both the student enrichment and the family literacy components. Ongoing parent feedback has been gathered through surveys and with our newly structured program. A Parent Advisory Committee will also be formed.

Over the past five years, we have relied heavily on **teacher** input to design the program to align with the school day curriculum. Regular communication with teachers has helped program staff identify the gaps in student learning, and their expertise has been invaluable in identifying specific curricula and other resources which aligns with the school day. Input from our **community partners** has also been significant. Beginning in the fall of 2011, our community began planning a countywide Out-of-School Time Initiative through which all major funders and providers of youth programming would work collaboratively to: (1) increase the number of students who are proficient in reading; (2) decrease the number of students involved with juvenile court; and (3) increase the number of students who participate in high-quality youth development programs. This proposal for a continuation grant at Wood Elementary represents the group's goal to infuse academic supports in all afterschool programs while improving current recreation and enrichment offerings.



### 3. Program (20 points possible)

**OVERVIEW OF PROGRAM STRUCTURE**— Our program will continue to operate 28 weeks during the school year and 5 weeks in the summer for a total of 165 days. A total of 133 students will be served, 109 students will be served in grades K through 4<sup>th</sup> and 24 students will be served in the 5<sup>th</sup> and 6<sup>th</sup> grades. 42 students will be served during the summer. Sample schedules for all groups are in Appendix C.

3.1 *There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.*

**ACADEMICS**— As described in the needs section, students in poverty frequently have gaps in their education. It is clear Wood students are significantly behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will continue to provide **intensive instruction in literacy, math, science, and technology**. Certified teachers will provide small group instruction in reading (LLI and SOAR to Success) and math (Do the Math, and Everyday Math games). In addition, students will continue to use **instructional software** (SuccessMaker<sup>®</sup>) to provide more support for math and reading. Johnson County Extension will lead STEM activities and school staff will lead **project-based learning** efforts with science and technology themes to build content and necessary background knowledge. Homework help will also be provided on a daily basis.

**ENRICHMENT**—As described in the needs section, students in poverty cannot afford community-based enrichment activities. Our Enrichment Goal provides Wood students with daily enrichment experiences during the 28-week school year program and the 5-week summer school program. The Iowa Children’s Museum and Johnson County Extension will continue to work with Wood students to lead afterschool **science** projects and **art** activities. Iowa City Parks Department and other identified community partners will lead the **recreation** program which will offer rotating units based on student interests, like swimming, basketball, dance, tae kwon do, gymnastics, etc. United Action for Youth will work with our older students in engaging art and drama classes. Neighborhood Centers and community partners will provide regular **music** and **art** experiences and **nutrition and fitness** activities. The program will also continue to take **field trips** to the zoo, the Children’s Museum, and the Science Center to provide background knowledge. Our enrichment activities will also address our students’ significant social and emotional needs, including implementation of the Positive Behavior Intervention and Supports to address behavior concerns and LifeSkills<sup>®</sup> Training to address substance abuse. These 2 initiatives will be extended from the school day program into the afterschool program, to help students develop **social skills** and learn to make **safe and healthy choices**.

**FAMILY LEARNING**—The family learning needs identified in the previous section will be addressed through 3 key efforts. First, the Wood Family Resource Center will offer multiple family nights and other activities to help parents build additional skills so they can improve their ability to support their children’s learning at home. Reading materials for home will be handed out at these events. Second, program staff will refer parents to Kirkwood Community College for English as a Second Language and High School Completion / GED Classes. Third, Wood will implement the **APTT (Academic Parent Teacher Teams)** program that uses family engagement as an instructional strategy by: (1) systematically sharing data with parents on reading and math performance; (2) helping parents set 12-week learning goals for their children; and (3) providing home-based learning activities designed to improve reading and math performance (<http://www.youtube.com/watch?v=1YNsWrFiYfY>).

**OTHER NEEDS**—The Wood Family Resource Center, in collaboration with local churches and non-profit agencies, will continue to help connect families to programs that can help them meet their **basic needs** of stable housing, sufficient food, and access to medical care. Through **home visits**, our staff will work to develop a strong, positive connection between school and home so that families feel welcome and connected.

3.2 *Application proposes an extensive variety of high-quality (1) academic, (2) enrichment, and (3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. **AND***

3.3 Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs.

For each of our project's 3 goals we have included a table that lists the activities for the goal and the corresponding objectives. In the final column of each table we indicate which of the eligible federal activities are addressed. We have only included those federal activities we are addressing in this project.

**ACADEMIC GOAL—By June 2018, 75% of students will be proficient in reading, science, & math.**

Activities	Objectives	Eligible Activity
<p><b><u>Individual Planning</u></b></p> <ul style="list-style-type: none"> <li>Individual student learning goals in reading, math and science will be developed by afterschool staff in collaboration with school-day teachers</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) in groups of 3</li> <li>Soar to Success - small groups</li> <li>SuccessMaker - online supplement 45 min. daily</li> <li>Homework help</li> </ul> <p><b><u>Math/Science</u></b></p> <ul style="list-style-type: none"> <li>ISU Extension - STEM activities</li> <li>Do the Math - small groups</li> <li>Everyday Math Games</li> <li>SuccessMaker - 45 min. daily online supplement</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will meet their individual, monthly goals for reading, math and science</li> <li>80% of students in grades 1-6 will complete homework assignments at least 80% of the time</li> <li>80% of students will be proficient on the DIBELs Next Spring Assessment</li> <li>75% of students will be proficient in math and science (Iowa Assessment)</li> <li>The number of students on supplemental or intensive plans is reduced by 50%</li> </ul>	<ol style="list-style-type: none"> <li>Remedial education activities &amp; academic enrichment</li> <li>Mathematics and Science education (STEM)</li> <li>Tutoring services</li> </ol>

**ENRICHMENT GOAL— By June of 2018, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.**

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> <li>Exploratory activities in the arts--drama, music lessons and groups, visual arts</li> <li>Food/Nutrition activities- cooking and baking classes, garden project</li> <li>Fitness/Recreation activities—Team Fitness, rec activities (i.e. swimming, basketball, tae kwon do)</li> <li>Positive Behavior Intervention &amp; Supports</li> <li>Aggression Replacement Training and Individual Counseling</li> <li>LifeSkills® Training</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will learn how to express themselves through the arts</li> <li>100% of students will know the core concepts of nutrition, exercise and overall health</li> <li>Students reporting fighting will decrease from 33% to 10%</li> <li>Students reporting use of alcohol will decrease from 13% to 3%</li> </ul>	<ol style="list-style-type: none"> <li>Arts &amp; music education</li> <li>Recreational activities</li> <li>Technology education</li> <li>Drug/violence prevention</li> <li>Character education</li> </ol>

**FAMILY LITERACY GOAL—By June 2018, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.**

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> <li>Family Nights with parent themes to support student learning</li> <li>Materials and activities provided to parents so that they can help their children learn at home</li> </ul>	<ul style="list-style-type: none"> <li>75% of parents do literacy and math activities in the home with their children</li> <li>95% of parents feel welcome at school and know what their children are learning in the program</li> </ul>	<ol style="list-style-type: none"> <li>Parental involvement &amp; family literacy programs</li> </ol>

<ul style="list-style-type: none"> <li>• Home-School Connection—home visits, Language Line, two-way communication</li> <li>• Adult basic education—GED and ELL</li> <li>• Academic Parent Teacher Teams (APTT)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents are aware of existing community</li> <li>• 50% of parents without a high school diploma will complete the GED</li> <li>• 50% of parents in need of English instruction will improve literacy skills</li> </ul>	
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3.4 Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school’s CSIP.

Wood school-day teachers and afterschool staff will continue to communicate regularly to assess the students’ strengths and areas of need. In scheduled monthly meetings, school day teachers **share their SMART goals** for each student and **communicate strategies** to be used in the afterschool program so that it aligns with what the student is doing during the school day. Overseen by the Principal and the Director of Extended Day Learning, afterschool program staff will be matched with a **school-day “mentor,”** who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor’s classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom. School-day staff will be the reading and math teachers during the summer session.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Wood’s full time literacy coach will be available to meet with afterschool staff to help ensure after school academic supports, and extend the support provided to students during the regular school day. For the enrichment component, all project-based learning will incorporate the same science strands that are woven throughout the elementary curriculum. Specific afterschool enrichment activities will be designed to extend student learning from the regular day.

The Wood Site Coordinator will have time in his/her schedule to be at Wood during the school day to meet with teachers, the literacy coach, and the principal about general curriculum issues as well as student-specific issues. The Wood Principal will take an active role making sure that the after school program is carefully aligned with the school day program and the building’s CSIP. She will have weekly meetings with the Site Coordinator and monthly meetings with agency partners to oversee this alignment and help make adjustments to programming to improve alignment. The principal will also monitor student achievement data for afterschool participants to help determine if the program is having the desired effect.

3.5 The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Our district has been a recipient of 21<sup>st</sup> CCLC grant funds since the year 2000 when we received funding from the US Department of Education. Our district currently has successful after-school and summer programs in 5 elementary buildings. Each year we assess the performance of our afterschool program students in both reading and math. Last year the Diagnostic Reading Assessment (DRA) demonstrated that students involved in the 21<sup>st</sup> CCLC programs improved their reading level at a higher rate of their peers. While 100% of our students began the year below proficiency; they still made higher gains when compared to the rest of the student population in their schools. 79% of our program students showed growth, compared to 52% of the non-21<sup>st</sup> CCLC students. Our math data was also promising. Math assessments were taken in our 21<sup>st</sup> CCLC schools before the summer of 2012 and again when returning in the fall. The data demonstrated the impact our program had on preventing the summer slide. 41% of the 21<sup>st</sup> CCLC students improved their math scores compared to 26% of students who did not receive summer programming. In May of 2012 school day teachers filled out surveys on each 21<sup>st</sup> CCLC participant. The results came back with 92% of the students making academic growth. The 21<sup>st</sup> CCLC grant has proven to be a major asset to the student’s academic and social-emotional growth at Wood. However, our growing needs garner additional time and support.



## 4. Research Base (5 points possible)

4.1 Application provides extensive evidence from multiple sources of a strong research base for the proposed activities.

Our project has been designed using the principles of **complementary learning**—a comprehensive strategy for addressing all of these needs and ensuring success for all children and youth (Harvard Family Research Project). Complementary learning is the idea that a systemic approach which intentionally integrates both school and non-school supports can better ensure that all children have the skills they need to succeed. In this project, we have aligned effective day time school practices, family engagement, out-of-school time activities, and community-based/cultural activities into our complementary approach.

**Academics**—All learning materials implemented by the program have been carefully selected by the District’s Reading and Math specialists to provide the most appropriate academic support for our students. To make the program a true extension of the school day program, learning materials have been selected using the following criteria: (1) the content complements the school day curriculum; (2) content has a strong evidence base; and (3) the project can deliver improvement in student academic performance. In the remainder of this section we provide a brief summary of the research behind our selected interventions.

**SuccessMaker!**—Gatti Evaluation partnered with Pearson to evaluate the effectiveness of the SuccessMaker program. SuccessMaker is an adaptive, computer-based learning program that offers an instructional management system, placement and formative assessment, individualized elementary and middle grades reading and mathematics curriculum resources, and a reporting system to inform administrators and teachers as to student progress. SuccessMaker reading and math users statistically significantly outperformed the comparison group students in reading and math. Students using SuccessMaker Reading, including at-risk students, are more successful in vocabulary, comprehension and fluency and when receiving 16 hours or more on the program.

**Do The Math**—Researchers found that the program could be implemented within various intervention models, including before and after school. With regard to impact, researchers found that diverse populations of students, including students with special needs, English language learners, and general elementary school students who have been identified as low performing, made gains in their understanding of and skill at performing multiplication. Researchers also discovered that students acquired key academic math vocabulary, and that student confidence levels in themselves as math learners improved as a result of their participation in the program.

**Leveled Literacy Intervention**—The Center for Research in Educational Policy conducted an empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System (LLI) in 2009-2010. The study clearly showed the effects were particularly strong for students who are English language learners, for those who are eligible for special education services, and for those who are economically disadvantaged, making this an ideal choice for Wood students.

**PBIS**—Our program for helping students manage their behavior has had over 25 evaluation studies, including the use of a randomized control trial group research design. The evidence is overwhelming that implementation of PBIS with fidelity leads to improvement in school climate and a reduction of student discipline problems.

**ART**—Aggression Replacement Training® (ART) is a research-based, proven-effective approach for working with challenging youth. This revised and expanded edition is the culmination of over 30 years of use in schools, community agencies, juvenile institutions, and other settings.

**Family Engagement**—Hoover-Dempsey (2005) demonstrates parent engagement can have a positive effect on student learning if schools help parents feel motivated to participate in learning and feel confident they can impact their child’s learning. The parent engagement efforts have been designed to help connect parents to school, help them feel welcome, and know specifically how to help their child at home. The APTT model is an evidence-based program that will be especially useful by sharing student data, helping parents set a series of 12 week goals, and providing specific home learning activities (<http://www.youtube.com/watch?v=1YNsWrFiYfY>).

## 5. Management Plan (20 points possible)

5.1 Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.

The Wood 21<sup>st</sup> CCLC Project will be led by the Iowa City Community School District in close collaboration with Neighborhood Centers and numerous other community partners. The proposed project will be led by the district's Director of Extended Day Learning, Amy Minter. Ms. Minter has been supervising afterschool programs for the past 7 years, 4 in our district and 3 years at a Boys and Girls Club in California. Amy is a certified teacher with 2 years of experience teaching reading, and holds a Master's degree in K-8 Education.

The **Director of Extended Day Learning**, in collaboration with the building principal, will be responsible for recruiting, hiring, training, and supervising staff. Program staff will consist of a Site Coordinator, 11 Youth Leaders (6 being employed by NCJC), 10 certified teachers, agency partners, and 20 volunteers. The Site Coordinator will be employed and partially funded by Neighborhood Centers (NCJC), while the teachers and five youth leaders will be employed by the district. The NCJC Site Coordinator will be responsible for supervision of the NCJC staff on-site and for complying with all licensing requirements. With the proximity of the University of Iowa, our district has been fortunate to **recruit** qualified staff for our positions. The Director has made contact with the College of Education and other University departments to recruit staff and volunteers.

To **retain** quality staff, it is critical to provide adequate support and **professional development**. The Director will work closely with district and agency partners to provide professional development on such topics as: (1) Positive Behavioral Intervention Supports (PBIS) and behavior management; (2) cultural competency; (3) effective strategies to engage parents; (4) positive youth development; and (5) data-driven evaluation. Additionally, staff delivering reading and math instruction will be trained on how to deliver these curricula—Leveled Literacy Intervention, Success Maker!, Do the Math and SOAR to Success.

The **Site Coordinator** will be responsible for the day-to-day operation of the program. The Site Coordinator will attend building team meetings, create and maintain the site plan, schedule with partners, recruit participants, coordinate the snack program, and collect data. The Director and the Site Coordinator will both observe the staff while the program is in session and provide both formal and informal feedback.

**Afterschool program staff** will be matched with a school day **mentor**, who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom.

In addition to the mentoring of the afterschool staff, school day teachers and afterschool staff will **communicate regularly** to assess the students' strengths and areas of need. School day teachers will share their SMART goals for each student and communicate strategies to be used in the afterschool program so that it aligns with what the student is doing during the school day. Additionally, school day staff will teach reading and math during the summer session.

It is our goal to recruit **volunteers**, allowing us to maintain a staff to student ratio of 1 to 6. The Retired Senior Volunteer Program (RSVP), AmeriCorps, the University of Iowa Writer's Workshop, the UI School of Social Work, and the UI College of Education are all resources for volunteers. Iowa City has a strong RSVP program through Elder Services, Inc. Currently 80 senior volunteers have been placed in the district for school-day activities and RSVP is excited about the opportunity to place additional senior volunteers in the proposed afterschool program.

5.2 Application describes an extensive plan for student transportation to and from the program, where appropriate, and student access, including translation services, serving students with disabilities, and the inclusivity of program facilities.

Most of the 544 Wood students live within walking distance to the school, so transportation has not been a barrier. Parents will be asked to pick up their children whenever possible; this not only saves on

transportation costs but allows staff the opportunity to touch base with parents on a daily basis. For homeless students, not living in the Wood attendance area, McKinney-Vento funds will be accessed.

Thirteen percent of our Wood families encounter language barriers, and these families are primarily Spanish speakers. Staff who speak Spanish will be given preference when hiring. We will also draw upon the resources of our primary agency partner, Neighborhood Centers, who currently employs 19 **bilingual staff**. We will also utilize LANGUAGE LINE<sup>®</sup> INTERPRETER Services. This telephone translation service will be used in addition to the interpreter services that the district has in place to enhance the District's communication with parents who have limited English proficiency. LANGUAGE LINE<sup>®</sup> will be useful for those instances when either there is not time to schedule a district interpreter or we do not have an interpreter available for the language needed.

All program activities will be located at Wood Elementary which is fully accessible to those with mobility issues.

*5.3 Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group.*

In 2011-12, the district initiated a Community Education Advisory Committee to provide oversight to the district's Youth and Family Development Program. Committee members were appointed by the district's board of directors. Members were chosen because of the key constituent groups they represent in the community. The charge of this influential committee is to advise the school board on funding and policy decisions. Committee members have identified afterschool and summer programming as their highest priority. The committee has agreed to serve as an oversight group for the district's 21<sup>st</sup> CCLC program and to allocate \$75,000 in funding as match to this continuation proposal. The Director of Extended Day Learning has provided an update to the committee on after school programs in the district, and will continue to provide a progress report on a quarterly basis. In addition to the district-level advisory group, the Wood Building Leadership Team (BLT) is the driving force behind the building level Comprehensive School Improvement Plan. The Wood BLT consists of teachers and parents who will also review program progress each trimester and provide input on how to improve the program. The newly formed Out-of School Time Initiative (described in Section 5.4) will also monitor program progress.

*5.4 Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.*

Continuous program improvement starts with open communication amongst our district, our staff, our families, and our students. It is important to go beyond the surveys and quarterly family nights. We have found that it helps to check in with parents as often as possible – relaying information and receiving feedback. Our teachers also send home monthly report cards. Parents greatly appreciate this tool and it allows them to be informed with what math and reading skills their child is mastering and what support they can continue to give at home. Another key component of program improvement is our program staff regularly reviewing data and evaluating progress towards program goals. Staff will be trained on data driven evaluation and the Project Evaluator, Ron Mirr, will meet with program staff quarterly to review data and brainstorm ideas of how to obtain the best possible outcomes.

The needs of our students and families in poverty are great, and the comprehensive supports needed (i.e. transportation to appointments, child care, educational opportunities, and mental health support) are expensive. Because our proposed program is highly collaborative, we are able to coordinate resources from several district and community sources to best meet the complex needs of our families. Listed on the following page are all of the resources that we have enlisted to provide a comprehensive program.

Funding Source	How Funds will be Used
<b>Community Education Funds</b>	Provide \$75,000 in match funds for program operations. See budget detail
<b>Neighborhood Centers of Johnson County / Child Care Assistance</b>	Partial funding for Site Coordinator, 6 Youth Leader positions, transportation, administrative support for Child Care Assistance
<b>Family Systems / Medicaid &amp; Private Insurance</b>	Aggression Replacement Training groups and Mental health services
<b>ICCSA At-Risk funds</b>	Professional development
<b>ACT and Pearson</b>	Leadership role in sustainability planning
<b>Retired Senior Volunteer Program (RSVP)</b>	Senior volunteers
<b>AmeriCorps - (Neighborhood Centers &amp; UAY)</b>	Staff for afterschool recreation
<b>Johnson County Extension</b>	Professional development
<b>McKinney-Vento grant for homeless students</b>	Family Resource Center staff and transportation home for students not living in Wood attendance area
<b>USDA nutrition program</b>	Funds for snacks and summer lunch program
<b>Title I</b>	Professional development

Our project has been designed to address sustainability. As listed above, we have multiple partners bringing many resources to the project. In addition to the Community Education Program initiated at the Iowa City Community School District, the Director of Extended Day and the Youth and Family Development Coordinator have assumed leadership roles, along with representatives from ACT, Pearson and the United Way to develop a county-wide initiative for out-of-school time. Sixteen meetings have been held so far. Through our countywide Out-of-School Time Initiative, major supporters of youth programming will establish and implement:

- a shared vision;
- shared standards for quality out-of-school programming;
- common outcomes and performance measures;
- an effective process for sharing information regarding needs and resources;
- opportunities to share research about best-known practices;
- a mechanism to coordinate the allocation of resources;
- opportunities to blend financial, physical, and human resources;
- a method for generating additional revenue, including private donations, state and federal grants; and
- a joint evaluation process that would document the effect of programming on the students served.

By aligning our resources and breaking down the “silos” that isolate programs, we strongly believe that we can maximize our resources in Johnson County, serving more students more effectively. This is the essence of effective **complementary learning**. ACT and Pearson have been champions to further expand out-of-school time programming in Johnson County and have also committed to reaching out to other businesses in the community to support afterschool and summer activities. Currently the United Way of Johnson County is conducting a comprehensive needs assessment for Out-of-School Time which is scheduled to be completed in the spring of 2013. We are pleased with the community support that we have garnered for our afterschool and summer program to-date and believe that we will continue to gain more support as we share the positive outcomes from the Wood project.

## 6. Communication Plan (5 points possible)

6.1 Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information.

A strong communication plan does more than build awareness, it is a marketing plan that seeks to persuade audiences to **do** something that they aren't currently doing. The following table describes our plan.

Audience	Communication Goal	Communication Methods	Outcomes
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Strong parental participation in the program.</li> <li>• To make parents feel welcome and aware of different opportunities.</li> <li>• Parents will have input into the content &amp; design of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly newsletters, information calls in English &amp; Spanish, monthly summaries posted at the district website, active communication between teaching staff and parents.</li> <li>• Monthly report cards, quarterly teacher/parent meetings, home visits, family nights.</li> <li>• Pre/post surveys to measure program strengths/weaknesses, program design surveys &amp; interviews, participation in the CSIP committee, and consistent two-way communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement will enhance success of student learning.</li> <li>• Parents will be able to engage staff and offer solutions to improve their child's success in the program.</li> <li>• Parents will feel connected &amp; be active participants in the success of their child's progress in the program.</li> <li>• Two-way communication is established.</li> </ul>
<b>Partners/ Teaching Staff</b>	<ul style="list-style-type: none"> <li>• A shared vision of the concepts and goals of program.</li> <li>• Obtain full knowledge of all student needs.</li> <li>• Effective communication practices are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly staff meetings, monthly meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff.</li> <li>• Monthly mandatory professional development opportunities, PBIS training for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Cohesive application of program curriculum that translates into improved academic student outcomes.</li> <li>• Partners and staff have close relationships with students in a trusting environment.</li> <li>• Everyone involved with students are on the same page and aware of changing needs.</li> </ul>
<b>School District Admin. &amp; Policy Makers</b>	<ul style="list-style-type: none"> <li>• Recognize the importance and advocate for the program.</li> <li>• Part of the decision making process.</li> <li>• Informed on the challenges and successes.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Ed. Committee meets quarterly.</li> <li>• Evaluation data is collected and presented quarterly to Principals and to the School Board.</li> <li>• Yearly site visits are offered to view the programs first hand.</li> <li>• Principal, Coordinator, and Director meet monthly to review data/adjust programs.</li> </ul>	<ul style="list-style-type: none"> <li>• They share their knowledge of the program with other community members and grow support.</li> <li>• They feel connected to the students and have invested interested in their success.</li> <li>• Out of School Time remains a priority in the district.</li> </ul>
<b>Community Members</b>	<ul style="list-style-type: none"> <li>• Build relationships in and out of the schools.</li> <li>• Bring in additional support.</li> <li>• Represent district's diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers are brought in from the University &amp; Elderly Services.</li> <li>• Information is shared on various media outlets.</li> <li>• Out of School Time (OST) Steering Committee works on standardized county-wide goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The program is recognized in the community as necessary.</li> <li>• More community involvement leads to more vested interests.</li> <li>• A diverse group of staff and partners complements our diverse student population.</li> </ul>



## 7. Partnerships (10 points possible)

7.1 Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability.

Our intention is to use this 21<sup>st</sup> CCLC grant to unify existing and new activities into a **single, seamless program**. As of June 2013, the ICCSD will be expanding its partnership with Neighborhood Centers of Johnson County. Neighborhood Centers will begin operating the fee-based Before and After School Program (BASP) located at Wood. Previously the BASP was operated by a private organization, “Share at Wood,” which operated solely on parent fees and Child Care Assistance. Consequently, the menu of activities and resources available to students participating in the “Share at Wood” was extremely limited. Furthermore, “Share at Wood” and our 21<sup>st</sup> CCLC Wild Cats program frequently competed for space and no academic component was offered in the BASP program. By merging the fee-based BASP with our 21<sup>st</sup> CCLC program, we will consolidate our resources and be administratively more efficient.

Our proposed continuation grant would continue our partnership with Neighborhood Centers of Johnson County. However, by restructuring the program and aligning additional community resources, our grant will be able to significantly increase the number of students served and expand the program to more grade levels-- kindergarten, as well as 5<sup>th</sup> and 6<sup>th</sup> grade students. Through 21<sup>st</sup> CCLC funding, we will incorporate rigorous academic supports into the BASP program that has primarily been recreational and disconnected from the school day. Neighborhood Centers will access childcare assistance and tuition from families, which will provide an additional funding stream to the program.

Through the proposed project we will also expand and enhance Neighborhood Center’s 5<sup>th</sup>- 6<sup>th</sup> grade leadership program and United Action for Youth’s 5<sup>th</sup>-6<sup>th</sup> grade arts program. Prior to planning for this proposal, school staff had only a limited awareness of either program. Consequently activities offered were not aligned well with the school day. With support from 21<sup>st</sup> CCLC funds, we will include an academic component and all activities can be aligned with the school day.

Another key partner is **Iowa State University (ISU) / Johnson County Extension**. The ISU Extension has led STEM activities throughout our district for the past 9 years. These hands on science led enrichment activities are linked to the school-day science and math curriculum. Wood and Neighborhood Center staff are very pleased to continue the partnership and bring the rich resources of the ISU Extension to our students. STEM activities will be offered to all students in the program. Ms. Janet Martin, 4H Youth Development Specialist, has served in a leadership role in our community, being on the steering committee for the Out-of-School Initiative and has provided professional development to youth development staff thorough-out the district.

Additional resources will also be available through the **Johnson County Juvenile Justice Youth Development Project (JJYDP)**, a collaboration of youth-serving agencies established in 1994. JJYDP will provide funding to partially staff the 5<sup>th</sup> and 6<sup>th</sup> grade leadership program, including a strong substance abuse prevention component. Given that 13% of our 6<sup>th</sup> grade students reported using alcohol, providing substance abuse prevention and early intervention services is critical. Through JJYDP funding, MECCA, our local substance abuse agency will provide Life Skills during the program, as well early intervention services for students who are using substances. Additionally, all program staff will receive training from MECCA on substance abuse prevention, specifically how to talk with students about making healthy and safe choices regarding drugs and alcohol. Johnson County Social Services Director, Lynette Jacoby, coordinates JJYDP, along with several other Johnson County programs. Ms. Jacoby is a strong advocate for youth development in Johnson County. She has been an active participant in the Out-of-School Initiative and is also a member of the district’s Community Education Advisory Committee.

Through our planning process we have enlisted a new after school partner to Wood, the **Retired Senior Volunteer Program (RSVP)**. RSVP has 80 senior volunteers placed in our schools during the school day, but for the first time we will be using the RSVP program to recruit and place senior volunteers in our afterschool program at Wood. Senior volunteers will be placed in all components of the program,

based on their interests. Some may choose to help with academics, but others may choose to share a hobby, skill or interest with the students in one of the enrichment components. Our goal is to reduce our adult to child ratio from 10:1 to 6:1 with the use of senior volunteers, as well as students recruited from the University of Iowa.

Our Family Literacy component will largely be supported through our district and community partnerships. Wood has an established **Family Resource Center** (FRC) supported with district funds and is designed to engage parents in their children's education, provide parent support and education, and connect families to district and community resources. Our FRC Director was instrumental in organizing the needs assessment for the grant proposal and will continue to support the program through her daily work with families and organizing Family Nights. The FRC has also partners with a myriad of community resources to address the basic needs of families, including a backpack program with a **local church** that provides food to students over the weekend.

Our **Family Literacy** component will also be supported by **Neighborhood Centers**, who has offered parent support and adult education programming for over thirty years. Neighborhood Centers has 19 bi-lingual staff and has particular expertise with immigrant families. Through the proposed program we will refer parents to Neighborhood Center programs, as well as to GED and ELL classes offered at Kirkwood Community College.

For our enrichment component, the **Iowa Children's Museum** will continue to be a valuable partner, providing engaging art activities and science exploration weekly to all of the students in the program. For enrichment, we have also allocated flexible funds in our budget to partner with the Iowa City Parks and Recreation Department, as well as other private providers of music, martial arts, dance, drama, and arts and crafts. Two to three times a year we will ask for student input to determine what enrichment activities should be added to the schedule and then we will enlist the help of various partners.

Our project is also receiving support from the business community. **ACT** and **Pearson** have been champions to further expand out-of-school time in Johnson County. They have assumed leadership roles in the Out-of-School Initiative and will provide funding for our summer program. They have also committed to reaching out to other businesses in the community to support afterschool and summer activities.

*7.2 Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners.*

To **meaningfully engage** partners, it is important that the district commits to a shared decision-making process. Our partnerships will not be successful if the district, as the lead organization and fiscal agent, assumes a position of power and dictates how the program will be run. Our planning process for this proposal involved multiple planning meetings over three months with significant dialog particularly on roles, how to structure the administration of the program, and what resources could be pooled. Our partners were given equal standing and decisions were made jointly. Our partners were actively involved in planning for the specifics of this project, while simultaneously working on the much broader Johnson County Initiative for Out-of School Time.

As our program evolves, we will continue to have ongoing discussions with youth, parents and staff to identify new needs and additional partners will be **recruited** to address the gaps that are identified. With a good communication plan, new partners will come forward to help. For example, after a TV appearance last spring, a UI faculty member contacted us to place her students in our summer program. Finally, to **maintain** our collaboration, it will be important for district staff and partners to work together as a team. This will be accomplished by extensive joint professional development and communication through regularly scheduled team meetings. We have learned that frequent, ongoing communication is critical; project leadership needs to be accessible to listen to concerns and address issues that arise promptly and respectfully. Project leadership will also seek informal feedback, as well as formal evaluations from partners to continue to strengthen the collaboration. Finally, partners will remain excited and engaged with the program as they continue to see successes and outcomes being achieved.

## 8. Evaluation (10 points possible)

8.1 *Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.*

Our project will fully cooperate with the Iowa Department of Education on any state-led evaluation efforts and will provide all requested data and program information to the state in a timely manner. Mr. Ron Mirr will be the evaluator for this project, which includes working with project and building staff members to use the data collected for continuous project improvement. Since 2003, Mr. Mirr has directed the evaluation of 30 projects funded by federal and state grant programs. In addition, he has assisted with the evaluation of many projects in a supportive role. Mr. Mirr is currently playing a key role for the Iowa Department of Education in the redesign of the Iowa Youth Survey as part of the Iowa Safe and Supportive Schools Project. Prior to becoming an independent consultant and evaluator, Mr. Mirr worked for the University of Iowa Center for Evaluation and Assessment—a joint project of the College of Education and the School of Social Work. Mr. Mirr was trained by Mark Friedman ([www.resultsaccountability.com](http://www.resultsaccountability.com)) of the Fiscal Policy Studies Institute to use Mr. Friedman’s model for helping teachers and social workers identify realistic program measures and track the progress of these measures over time. Mr. Friedman’s process helps teachers and schools understand if their efforts are having the desired effect on the target population. As part of 2 statewide data grants with the Iowa Department of Education, Mr. Mirr used Mr. Friedman’s model to design a series of data toolkits that communities are using to understand if their programs are having the desired effect. His work with schools and communities on the IYS data toolkits has been one of his most successful professional efforts.

8.2 *There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed procedures are clearly and strongly aligned with the project’s goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form that is easily understood.*

For this project, Mr. Mirr will organize the evaluation activities using the Results Accountability approach developed by Mark Friedman of the Fiscal Policy Studies Institute. The evaluation will be designed so that district and project staff can answer 3 basic questions—(1) **How much** did the project do?; (2) **How well** did the project do it?; and, most importantly; (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we will be most concerned about how project and district staff use the data to adjust project performance **to improve results for students and families**. Throughout the 5-year project period, evaluation data will inform ongoing conversations designed to help project and district staff answer our 3 basic questions.

Mr. Mirr will continue to meet with the district’s Director of Extended Day Learning, the Site Coordinator, and Building Principal **quarterly** to review and discuss project data. During these evaluation conversations, Mr. Mirr will present summary data which tracks progress over time for the specified program measures. He will help the program staff review and reflect on the data through the use of the following 7 questions as the agenda for each meeting: (1) Who was targeted for services and support? (2) What are the outcomes they were expected to attain? (3) What does the data tell us about project success in attaining these outcomes? (4) What other data does the project need to collect? (5) What would work to do better? (6) Do we need any new partners? (7) How will we adjust programming and budgeting (action plan adjustments)? **Data is then shared** with students, families, teachers, and the public via the district’s web site, through parent meetings, through school staff meetings, through program staff meetings, and through email and print media at least once each trimester. Through our evaluation we will first determine the degree to which the methods employed by this project have helped K-6 students improve their academic performance. Next we will also document the degree to which Wood students attain grade-level benchmarks, develop positive youth traits, display pro-social skills, improve their behavior, improve their fitness, and make healthier lifestyle choices. Finally we will examine how well parents are able to improve

their own learning as well as support the learning of their children at home. As we have in the past, we will create a **comparison group** of students with similar reading and math needs who do not participate in the after school program. Data from the district and state reading and math assessments will be used to help determine if students in the after school program make more growth than their peers in the school who do not participate. In addition, we will use the Iowa Youth Survey (administered every year in Iowa City) to document changes in student feelings of connectedness to the school. Finally, we will survey parents to determine if the program has improved relationships with families, helped family members support their children's learning at home, and helped parents improve their own literacy and job skills.

The evaluation for this project will identify and document the attainment of the project objectives specified earlier in this narrative. The measures in the following 3 tables have been selected to produce both quantitative and qualitative data to help document our success in each project goal.

#### ACADEMIC GOAL MEASURES

- Program attendance—gathered daily and reviewed monthly
- Grade-level teacher reports on homework completion—quarterly
- Grade-level teacher reports on attainment of student math and reading goals—monthly
- DIBELs NEXT assessment—3 times per year
- District math assessments given at all grade levels—2 times per year
- The Iowa Assessments sub tests on reading, math, and science--Every Fall
- School records which show the # of students on supplemental and intensive plans—yearly
- Review of materials developed for student and family use at home—quarterly
- Survey of teachers and project staff on quantity and quality of collaboration—2 times per year

#### ENRICHMENT GOAL MEASURES

- Activity and attendance logs for all component activities—collected after each activity
- The change in office referrals/suspensions for students—each trimester
- Teacher and student survey to measure satisfaction, progress, & identify new activities—yearly in the spring
- Revised Iowa Youth Survey—Fall 2012, 2014
- Interim Iowa Youth Survey—Fall 2013
- Review of student products and artifacts from arts/music units—following each unit
- Fitness testing data (BMI, cardio endurance, flexibility, strength)—2 times per year

#### FAMILY LITERACY GOAL MEASURES

- # of parents improving their own literacy (CASAS tool)—pre and post each training module
- # of parents who obtain a GED—each trimester
- Activity and attendance logs for all component activities—collected after each activity
- Parent survey to measure satisfaction, progress, and identify new activities—yearly in the spring
- Parent survey to measure how welcome and connected parents feel—yearly in the fall
- Focus groups with parents about what they do at home to support their children and how well they are accessing community services—yearly
- Family Resource Center staff report on services parents receive—monthly

## 9. Budget (10 points possible)

9.1 The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities.

Listed below is the detail for the line items on our D2 budget form, located on page 38. Personnel, is our largest line item. With match funds, the ICCSD will continue to employ a Director at the district level to manage our district-wide project. 0.25 FTE of the Director's time will provide support to the Wood program. A Site Coordinator and 6 youth leaders will be employed by Neighborhood Centers. The Site Coordinator will supervise the day-to-day operations of the program and serve as a liaison to the school-day staff. The ICCSD will hire certified teachers, 5 additional Youth Leaders, a lab facilitator and contract with several agency partners. Staff funded by other sources to conduct Family Literacy activities are also listed.

Personnel	21 <sup>st</sup> CCLC	District Match	Community Match	Total
<b><i>Supervisory Staff</i></b>				
Site Coordinator - Contract with NCJC		17,780	26,670	44,450
<b><i>Academic Staff</i></b>				
15 hrs / wk. x \$15/ hour x 28 weeks		6,300		6,300
Success Maker Lab Facilitator – Summer 20 hrs. / wk. x \$15/hour x 5 weeks		1,500		1,500
Certified Teachers - Reading & Math - School Year 30 hours/ wk. x 28 weeks x \$25/hr.	21,000			21,000
Certified Teachers - Reading & Math - Summer 100 hours / wk x 5 weeks x \$25/hr.		12,500		12,500
ISU Extension - Contract for STEM activities	6,300			6,300
<b><i>Enrichment Staff</i></b>				
Contract services for enrichment based on student interests	1,026	2,220	2,080	5,326
5 Youth Leaders - School Year--3 hrs/day x 5 days/week x \$10.50 /hr x 30 wks	22,050		26,460	48,510
Neighborhood Centers 5th and 6th grade Youth Development Activities			5,000	5,000
United Action for Youth enrichment activities	5,272			5,272
Children's Museum	5,110			5,110
<b><i>Family Literacy Staff</i></b>				
Grant Wood Family Resource Center Staff		14,403		14,403
Outreach and Family Nights , 40 hours x \$25/hour, NCJC Staff—100 hours x \$20			2,000	2,000
In-kind support NCJC & Kirkwood Community College				
FICA AND IPERS for ICCSD staff	7,026	5,597		12,623
<b>PERSONNEL TOTAL</b>	<b>67,784</b>	<b>60,300</b>	<b>62,210</b>	<b>190,294</b>

Staff Travel	21 <sup>st</sup> CCLC	District Match	Community Match	Total
Local Mileage .52/mile x 500 miles		260		260
<b>Travel Total</b>		<b>260</b>		<b>260</b>



Materials	21 <sup>st</sup> CCLC	District Match	Community Match	Total
Success Maker license renewal		1,880	1,880	3,760
Success Maker license fee			8,000	8,000
Food for Family Nights, 4 nights x \$1000/night			4,000	4,000
Supplies --\$50 / student x 133		6,650		6,650
Field Trip fees, registrations \$50 / student		3,325	3,325	6,650
<b>Materials Total</b>		<b>11,855</b>	<b>17,205</b>	<b>29,060</b>

Professional Development	21 <sup>st</sup> CCLC	District Match	Community Match	Total
Director of Extended Day Learning (Full-time Equivalent = \$54,323)		15,799		15,799
5 hours / month PD for 11 Youth Leaders	3022		3,022	6,044
30 hours PD for 10 teachers	328	545		873
State Conferences travel to Des Moines	400			400
<b>Professional Development Total</b>	<b>3,750</b>	<b>16,344</b>	<b>3,022</b>	<b>23,116</b>

Student Access	21 <sup>st</sup> CCLC	District Match	Community Match	Total
Field Trip Busses		1,935	1,000	2,935
Cabs-homeless students \$50 / month x 9 months		450		450
Language Line, telephone translation services				
District In-kind				
<b>Total Student Access</b>		<b>2,385</b>	<b>1,000</b>	<b>3,385</b>

Evaluation	21 <sup>st</sup> CCLC	District Match	Community Match	Total
RM Consulting--10 hrs x \$150 /hr		1,500		1,500
AEA Support for new database			5,000	5,000
<b>Total Evaluation</b>		<b>1,500</b>	<b>5,000</b>	<b>6,500</b>

Indirect Cost	21 <sup>st</sup> CCLC	District Match	Community Match	Total
Grants Accountant: 120 hours x \$20	2,400			2,400
District Indirect Rate of 1.49%	1,066			1,066
<b>Total Indirect Costs</b>	<b>3,466</b>			<b>3,466</b>

Totals	21 <sup>st</sup> CCLC	District Match	Community Match	Total
<b>Total Direct Costs</b>	<b>71,534</b>	<b>92,644</b>	<b>88,437</b>	<b>252,615</b>
<b>Total Indirect Costs</b>	<b>3,466</b>	<b>0</b>	<b>0</b>	<b>3,466</b>
<b>Project Total</b>	<b>75,000</b>	<b>92,644</b>	<b>88,437</b>	<b>256,081</b>

9.2 Application extensively describes how requested funds will supplement, rather than supplant, existing funding.

Funds from this project will not be used to supplant any existing funds. The above tables detail our existing resources and how they will be coordinated with grant funds for one seamless program.

## **Appendix A: Application Forms**

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

**Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, Iowa 50319**

**Return to:** Lisa DuBois  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency) Iowa City Community School District

County: Johnson County		Amount Requested: \$375,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stephen Murley		Grant Contact/Project Director: Amy Minter	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City: Iowa City	Zip: 52245	City: Iowa City	Zip: 52245
Phone: (319)688-1000	FAX: 319.688.1109	Phone: (319)688-1000 ext.2643	FAX: 319.688.1009
Email: murley.stephen@iccsd.k12.ia.us		Email: minter.amy@iccsd.k12.ia.us	

PPIC's Data Collection Contact: Amy Minter		Fiscal Contact: Leslie Finger	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City: Iowa City	Zip: 52245	City: Iowa City	Zip: 52245
Phone: (319)688-1000	FAX: 319.688.1009	Phone: (319)688-1000	FAX: 319.688.1009
Email: minter.amy@iccsd.k12.ia.us		Email: finger.leslie@iccsd.k12.ia.us	

Is this an application for a continuation grant? (Check yes or no):       Yes       No

## LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-  
Number of years in operation \_\_\_\_\_
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number: _426023567_____ <b>OR</b> Enter School District Code _3141_____
(If applicable) Enter Child Care License #: _____

## REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

- X Application proposes to serve children and youth in *schools designated in need of assistance (SINA)* under Title I (Section 1116). *5 additional points awarded*

Documentation: Grant Wood Elementary is a Title I SINA school. Please see appendix A on page 47.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

- X Application is *jointly submitted* as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: The Iowa City Community School District is jointly submitting this application with Neighborhood Centers of Johnson County. A memorandum of understanding is on page 20  
 \_\_\_\_\_  
 \_\_\_\_\_

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

## FORM A: SITE INFORMATION

Please fill out this section for each site you plan to operate under the grant.

<b>21CCLC Site Name:</b> Grant Wood Elementary		
<b>Site Address:</b> 1930 Lakeside Drive		
<b>City, State, Zip:</b> Iowa City, IA 52240		
<b>Phone:</b> (319)688-1180		
<b>Site Contact Person:</b> Principal Joelle McConnaha		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Grant Wood Elementary	481	133

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

*(If more sites are included in the application, please duplicate this form.)*



**FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

**Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

**Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

**Part D: Fiscal Control and Accounting Procedures**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

**Part E: Control of Funds**

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

**Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

**Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

**Part I: Collaboration with Schools**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

**Part J: Notice to the Community**

As the designated applicant agency representative, I certify that the community to be served by the 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant’s intent to submit an application.

**Part K: Public Review of the Application**

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

**Part L: Parent Consent**

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

**Part M: Private and Public School Consultation**

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

**Part N: Grant Termination (Additional conditions in appendix D)**

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

**Certification:** As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Neighborhood Centers of Johnson County

**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Iowa City Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Grant Wood Elementary

## FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

**Attach as many additional sheets as necessary**

Name/Signature	Agency Affiliation	
Name/Title Brian Loring, Executive Director	Agency Neighborhood Centers of Johnson County	
Signature	Address PO Box 2491	
	City/Zip Iowa City, 52244	Phone (319)358-0438
Name/Title Janet Martin, 4-H Youth Development Specialist	Agency Johnson County Extension	
Signature	Address 3109 Old Highway 218	
	City/Zip Iowa City, 52246	Phone (319)337-2145
Name/Title Janet Godwin, Chief of Staff	Agency ACT	
Signature	Address 500 ACT Drive	
	City/Zip Iowa City, 52243	Phone (319)337-1000
Name/Title Mike Cooper, Vice President National Services	Agency Pearson	
Signature	Address 5601 Green Valley Drive	
	City/Zip Bloomington, MN 55437	Phone (952)681-3330
Name/Title Deb Dunkhase, Executive Director	Agency The Iowa Children's Museum	
Signature	Address 1451 Coral Ridge Avenue	
	City/Zip Coralville, 52241	Phone (319)625-6255
Name/Title Tom Markus, City Manager	Agency City of Iowa City	
Signature	Address 410 E. Washington Street	
	City/Zip Iowa City, 52240	Phone (319)356-5010
Name/Title Lynette Jacoby, Johnson County Social Services Coord	Agency Johnson County Social Services	
Signature	Address 855 South Dubuque Street	
	City/Zip Iowa City, 52240	Phone (319)356-6090
Name/Title Joan Cook, RSVP Director	Agency Elder Services, Inc.	
Signature	Address 1556 South First Avenue, Suite 202 B	
	City/Zip Iowa City, 52240	Phone (319)338-0515
Name/Title Janet Outland, Director	Agency Family Systems	
Signature	Address 1519 S. Gilbert Street	
	City/Zip Iowa City, 52240	Phone (319)351-4415

## FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total five-year funding request (all sites):</b>
<b>1</b>	<b>133</b>	<b>\$75,000.00</b>	<b>\$375,000.00</b>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A <b>program site</b> may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3-5 Funding Request	Total Funding Request (5-year total)	Number of Students Served
<b>Grant Wood Elementary</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$375,000</b>	<b>133</b>
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	



**FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM  
BUDGET**

**Applicant Agency:** Iowa City Community School District

**Site:** Grant Wood Elementary \_\_\_\_\_

**Directions:** Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** \_133\_\_\_\_\_

Category	Year 1		Year 2		Year 3,4 & 5		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$67,784	In-kind / Match	\$67,784	In-kind / Match	\$67,784	Inkind / Match	\$203,352
Staff Travel							
Materials							
Professional Development (minimum 4% per year)	3,750	In-kind	\$3,750	In-kind	\$3,750	In-kind	\$11,250
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (recommended 4% per year)							
Administrative/ Indirect Costs (maximum 8% per year)	\$3,466	In-Kind	\$3,466	In-kind	\$3,466	In-kind	\$10,398
<b>Totals</b>	\$75,000		\$75,000	s	\$75,000		

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.*

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)\*

\* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

\* Note: Agencies must validate their resources before any award can be made.

## FORM E: MINORITY IMPACT STATEMENT

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

**Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).**

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Women          | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Asians                    | <input checked="" type="checkbox"/> Latinos       |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders         | <input checked="" type="checkbox"/> Other         |
| <input checked="" type="checkbox"/> Blacks         |   |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- |  |
|--|
| <input type="checkbox"/> Women                     |
| <input type="checkbox"/> Asians                    |
| <input type="checkbox"/> Persons with a Disability |
| <input type="checkbox"/> Pacific Islanders         |
| <input type="checkbox"/> Blacks                    |
| <input type="checkbox"/> American Indians          |
| <input type="checkbox"/> Latinos                   |
| <input type="checkbox"/> Alaskan Native Americans  |
| <input type="checkbox"/> Other                     |

- The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: Amy Minter

Title: Director of Extended Day Learning

## Definitions

“Minority Persons”, as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):b. As used in this subsection:

(1) “Disability” means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

“Disability” does not include any of the following:

(a) Homosexuality or bisexuality.


(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

“State Agency”, as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG TEMPLATE

	<p style="margin: 0;"><b>Private School Consultation Meeting Log</b></p> <p style="margin: 5px 0 0 0;"><b>Date:</b> November 16, 2012  <b>Time:</b> 9:00 am  <b>Location:</b> Telephone</p>
---	---

**Meeting called by:** Joan Vandenberg      **Type of meeting:** Phone Conversation  
**Attendees:** (Attach attendance sign-in sheet) Joan Vandenberg & Celeste Vincent

----- <b>Agenda Topics</b> -----
----------------------------------

<b>Welcome</b>	[Insert Name]	[Insert time allocation]
<p><u>Discussion:</u> The President and CEO of Regina Catholic Center, Leland E. Iben, is a member of the Out of School Time initiative in Johnson County. Lee has shown interest in increasing the number of students served in Johnson County and providing quality programs. Joan had a conversation with Celeste, the Elementary Principal, to inform her about the continuation grant application for Grant Wood Elementary and to reach out to her students</p>		
<p><u>Conclusions:</u> Celeste thought it sounded like a wonderful program and was excited to know that it was a possibility for her students at Regina.</p>		

<u>Action Items:</u> Speak with other staff and administrators at Regina.	Person responsible: Celeste	Deadline: Before Thanksgiving
---	--------------------------------	----------------------------------

<b>Resources for Non-Public Schools</b>	[Insert Name]	[Insert time allocation]
<p><u>Discussion:</u> Celeste informed Joan that she would find out if there was interest, from Regina students living in the Wood attendance area, for participating in the 21<sup>st</sup> CCLC program.</p>		
<p><u>Conclusions:</u></p>		

<u>Action Items:</u> Celeste will pull enrollment #'s to determine who lives in the Wood area.	Person responsible: Celeste	Deadline: November 26, 2012
--	--------------------------------	--------------------------------

<b>Consultation Procedures</b>	[Insert Name]	[Insert time allocation]
<p><u>Discussion:</u> _____</p>		

<hr/> <hr/>		
<u>Conclusions:</u> _____		
<hr/>		
<u>Action Items:</u> <hr/>	Person responsible: <hr/>	Deadline: <hr/>
<p><b>Questions</b> All Staff [Insert <i>time allocation</i>]</p> <p><u>Discussion:</u> If students are interested, Celeste will want to see the program in action at Wood.</p> <p><u>Conclusions:</u> The Director of Extended Day Learning would bring her to Wood for an afternoon and also come in and talk to the Regina staff.</p>		
<u>Action Items:</u> TBD based on student and parent interest.	Person responsible: <hr/>	Deadline: <hr/>

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.